



Montclair Public Schools
Montclair High School
Latin III Curriculum

Grade(s) **9-12**

**Approved by the Montclair Board of Education
2012**

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ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Spanish that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Latin III Honors for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Curriculum Committee:

The development of this Latin curriculum followed a curriculum mapping process. The teachers involved in the development imparted the most critical components in this curriculum.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the New Jersey Core Curriculum Content Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the Roman Empire.
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children

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acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 25: The focus of this unit is to learn common verbal noun known as the infinitive. Students will learn active and passive infinitives for each of the basic time frames, past, present, and future. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 26: The focus of this unit is to learn the format of comparisons of adjectives. Students will learn the "positive degree" of the adjective. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 27: The focus of this unit is to learn special and irregular comparison of adjectives. Students will learn of the two groups of adjectives, which are regular, have peculiar forms in the superlative. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 28: The focus of this unit is to learn subjunctive mood, which describe potential or hypothetical actions. Students will learn that relative pronouns are common in Latin and ordinarily introduce a subordinate clause refers back to the relative clause. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 29: The focus of this unit is to learn the imperfect subjunctive. Students will learn the rule of forming the imperfect subjunctive. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 30: The focus of this unit is to learn the perfect and pluperfect subjunctive. Students will learn that the perfect system subjunctives; like perfect system indicatives, all follow the basic rules of formation. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 31: The focus of this unit is to learn the use of cum as a preposition. Students will learn how cum is used in indicative clauses, temporal clauses, and subordinate clauses. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 32: The focus of this unit is to learn the formation and comparison of adverbs. Students will learn of the peculiar forms and endings adverbs possess. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 33: The focus of this unit is to learn the conditional tense. Students will learn how to construct the six conditional types. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 34: The focus of this unit is to learn deponent verbs. Students will learn that deponent verbs have passive endings, but active meanings. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Latin Programs in the Montclair Public Schools Latin offers an abundant of academic benefits. It provides a strong grounding in the vocabulary and structure of modern European languages, it also helps students learn and understand the technical vocabulary of the sciences. By offering a window into Roman culture, history, and literature, Latin deepens understanding of Western civilization. All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal, and presentational modes of communication.

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SECTION II

Course Description

Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.

Thematic Units for Latin III Honors

Units of Study:

- Infinitives and Indirect Statements
- Subjunctive Mood and Subordinate Clauses
- Gerunds and Gerundives
- Special Verbs that take the Genitive, Dative, and Ablative
- Remaining Subjunctive Clauses – Hortatory, Jussive, Fear, Conditional, etc.
- Poetic Meter and Scansion; Literary Devices
- Fall of the Republic and Rise of the Empire; Authors of Prose and Poetry

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UNIT 25 – Infinitives; Indirect Statement

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	A common use for infinitives in Latin is in a grammatical construction called indirect statement.	*What are infinitives? *How are infinitives formed and literally translated? *What are indirect statements and how are they formed and translated? *What is a subject accusative? *How are infinitives translated in indirect statements?

Skills	Key Content
Listening Speaking Reading Writing	*Explain the basic functions of an infinitive. *Explain, form and translate the six infinitives of a regular Latin verb. *Explain, recognize and translate the indirect statements. *Use indirect statements and translate complex sentences from Latin and from English.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a
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<ul style="list-style-type: none">• Quizzes• Class participation• Informal teacher observation to evaluate student's understandings.• Performance on teacher-generate materials		<p>differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of</p>
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		<p>the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 26 – Comparison of adjectives; Declension of comparatives; Ablative of Comparisons

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.C.1	Many adjectives have three degrees: the positive, the comparative, and the superlative.	*What are positive, comparative, and superlative adjectives? *How are comparatives and superlatives declined? *What is the ablative of comparison and how is it formed and recognized? *How is quam used with comparatives and superlatives?

Skills	Key Content
Listening Speaking Reading Writing	*Explain comparison of adjectives. *Explain, form, decline and translate regular adj. in the comparative and superlative degrees. *Explain and translate the uses of quam with comparatives and superlatives. *Explain, recognize and translate the ablative of comparison.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a
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- Quizzes
- Class participation
- Informal teacher observation to evaluate student's understandings.
- Performance on teacher-generate materials

differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of

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		<p>the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 27– Special and Irregular Comparison of Adjectives

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1 7.1.NM.C.2	Comparatives are regular and irregular adjectives. Irregular comparatives have a unique form.	*Which adjectives are irregular and/or special? *What are the tricks to remembering the irregular adjectives?

Skills	Key Content
Listening Speaking Reading Writing	*Explain form and translate adjectives with irregular superlatives and other adjectives with irregular comparisons. *Explain form and translate the irregular adjective/noun <i>plus</i> .

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generate materials 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate

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		<p>students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar</p>
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		<p>of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 28 – Subjunctive Mood: Present Subjunctive; Jussive and Purpose Clauses

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	A Jussive clause is one of the <i>independent</i> uses of the Subjunctive mood in Latin.	*What is a mood? *What are the three moods in Latin? *What is the subjunctive? *How is the present subjunctive, active and passive, formed for each of the conjugations? *What is the Jussive Subjunctive?

Skills	Key Content
Listening Speaking Reading Writing	*Explain the subjunctive mood. *Compare the subjunctive mood from the indicative and imperative moods. *Explain form and translate the present subjunctive, active and passive, for all conj. verbs *Explain, recognize and translate the jussive clause.

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level

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<ul style="list-style-type: none">• Performance on teacher-generate materials		<p>and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to</p>
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		<p>apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 29 – Imperfect Subjunctive; Present and Imperfect

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	Latin uses the subjunctive introduced by ut. If the clause is a negative one, the ut is followed by such negatives as non, nemo and nihil.	*How is the imperfect subjunctive, active and passive, formed? *What are the subj. forms of <i>sum</i> and <i>possum</i> ? *What is a result clause?

Skills	Key Content
Listening Speaking Reading Writing	*Explain form and translate the imperfect subjunctive, active and passive, for verbs of all conj. *Identify and translate the present and imperfect subj. of <i>sum</i> and <i>possum</i> *Explain, recognize and translate the result clause

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the
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<p>evaluate student's understandings.</p> <ul style="list-style-type: none">• Performance on teacher-generate materials		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to</p>
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		<p>apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 30 – Perfect and Pluperfect Subjunctive: Indirect Questions; Sequence of Tenses

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	<p>A perfect subjunctive will almost always be in a clause requiring the subjunctive, whereas a future perfect indicative will be a main verb or in a clause not requiring the subjunctive.</p> <p>Like the imperfect subjunctive, the pluperfect subjunctive is ostensibly formed from the perfect active infinitive plus personal endings</p> <p>An indirect question is a form of a question which has been rephrased so that it is not quoted "directly" (verbatim) but is a restatement of the original question</p>	<p>*How do we form the perfect and pluperfect subj. formed?</p> <p>*What is an indirect question?</p> <p>*How is an indirect question formed and translated?</p> <p>*What is the sequence of tenses? How is it used?</p> <p>*What is the future active periphrastic?</p>

Skills	Key Content
Listening Speaking Reading Writing	<p>*Identify form and translate the perfect and pluperfect subj., active and passive, for all conj. Verbs.</p> <p>*Explain a complete synopsis of verbs in all three moods.</p> <p>*Identify and translate indirect questions.</p> <p>*Identify and translate the active periphrastic.</p> <p>*Explain the sequence of tenses in sentences containing subj. clauses.</p>

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<p>Assessment: (Formative and Summative)</p> <ul style="list-style-type: none">• Translation• Quizzes• Class participation• Informal teacher observation to evaluate student's understandings.• Performance on teacher-generate materials	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest</p>
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		<p>level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 31 – Cum Clauses; Fero

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	Cum clauses are subordinate clauses. There are four different ways to read them. Three of those ways use a verb in the subjunctive mood; the other one is indicative.	*What are cum clauses? *How are cum clauses translated? *How do we distinguish among the four cum clauses? *What are the forms of the irregular verb <i>ferō</i> ?

Skills	Key Content
Listening Speaking Reading Writing	*Identify distinguish among, and translate the four types of cum clauses *Identify form and translate the verb <i>ferō</i> .

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generate 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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materials		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences.</p> <p>Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This</p>
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		<p>intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 32 – Formation and Comparisons of Adverbs; Volo, Malo, Nolo; Proviso Clauses

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	In Latin, adverbs are mainly formed from adjectives and participles. Latin adverbs provide information in a sentence about manner, degree, cause, place, or time.	*How do we form the positive, comparative and superlative degrees of adverbs from adjectives? *What are the forms of <i>nolō</i> , <i>volō</i> , and <i>malō</i> ? *What are proviso clauses?

Skills	Key Content
Listening Speaking Reading Writing	*Identify form, compare and translate regular adverbs. *Identify form and translate adverbs with irregular superlatives and other adverbs with irregular comparisons. *Use “quam” with comparative and superlative adverbs. *Identify form and translate <i>volō</i> , <i>nolō</i> , and <i>malō</i> . *Identify and translate the uses of <i>nolō</i> in negative commands.

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generate 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of

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materials		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences.</p> <p>Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical</p>
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		<p>structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 33 – Conditions

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	There are six different kinds of conditions. These six types of conditions are distinguished by time (present, past, and future) and by whether they concern factual or hypothetical situations.	*What are conditions? *How are they formed in Latin? *How are the six conditions distinguished? *What is a mixed condition?

Skills	Key Content
Listening Speaking Reading Writing	*Use conditional sentences. *Interpret the six basic types of conditionals. *Identify and translate mixed conditions.

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level

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<ul style="list-style-type: none">• Performance on teacher-generate materials		<p>and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to</p>
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		<p>apply their knowledge of grammatical structures in the passage translations. This intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins. World map <i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin Interpretation and translating original Latin literatures Summarizing and Note Taking Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 34 – Deponent Verbs; Ablative with Special Deponents

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.4 7.1.NM.C.1 7.1.NM.C.2	Deponent verbs in Latin have passive forms but active meanings. They are called deponent verbs because they have “laid aside” their passive meanings but have retained their passive forms. They are translated only in the active voice.	*What is a deponent verb? *Which deponent verbs have ablative objects? *What is a semi-deponent?

Skills	Key Content
Listening Speaking Reading Writing	*Identify form and translate deponent verbs. *Identify form and translate deponent imperatives. *Identify form and translate semi-deponents *Identify and translate ablatives with special deponents.

Assessment: (Formative and Summative)	Rubric See below	Key Criteria for Differentiation
<ul style="list-style-type: none"> • Translation • Quizzes • Class participation • Informal teacher observation to evaluate student’s understandings. • Performance on teacher-generate materials 		Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that

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		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin III Honors is a full-year course for Montclair High School; and in this course, students will translate the original works of the greatest Latin authors. Most of these translations, although beautiful, are not literal. Students will be encouraged to apply their knowledge of grammatical structures in the passage translations. This</p>
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		<p>intensive course completes all the grammar of the language and introduces the art of translating. In addition, students will continue to give more in-depth oral and written reports dealing with Roman authors, politicians, and philosophers as well as literary styles and devices.</p>
<p>Resources Wheelock’s Latin student book, teacher’s manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 31 – Cum Clauses; Fero

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	Cum clauses are subordinate clauses. There are four different ways to read them. Three of those ways use a verb in the subjunctive mood; the other one is indicative.	<ul style="list-style-type: none"> • What is a relative pronoun and what is its function? • What is an antecedent? • How do we form the relative pronoun in Latin? What are the rules for agreement with the antecedent? • How do we recognize a relative pronoun and translate it? • What is a relative clause?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Identify relative pronouns in English and compose sentence that contain them • Explain relative pronouns and interpret according to the form and context • Examine the antecedent of a relative pronoun

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Translation • Quizzes 	Rubric See below	Key Criteria for Differentiation Latin courses at Montclair High School are taught at various levels in a differentiated instructional environment
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<ul style="list-style-type: none">• Class participation• Informal teacher observation to evaluate student's understandings.• Performance on teacher-generate materials		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All chapters will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Latin II Honors is a full-year course for Montclair High School, and this course continues the study of the language and civilization of Ancient Rome through the</p>
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		<p>intensive study of basic grammar, vocabulary, and simple translations relating to culture and history.</p> <p>Grammar studies will be augmented by workbook exercises, handouts, activities, outside materials, etc. Students also will be asked to give at least two oral reports on culture, mythology, and/or history accompanied by a detailed handout. In addition, students will write a term paper on an assigned topic.</p>
<p>Resources Wheelock's Latin student book, teacher's manual, online resources for teacher by Collins.</p> <p>World map</p> <p><i>Authentic materials and video/audio clips</i></p>	<p>Instructional Strategies / Best practices Identifying Similarities and Differences between English and Latin</p> <p>Interpretation and translating original Latin literatures</p> <p>Summarizing and Note Taking</p> <p>Multiple choice questions of vocabulary and grammar concepts taught</p>	<p>Enrichment</p> <ul style="list-style-type: none"> • Digital flashcards for vocabulary. • Have students create and illustrate a cartoon with introductory phrases in Latin.

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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*What are infinitives?</p> <p>*How are infinitives formed and literally translated?</p> <p>*What are indirect statements and how are they formed and translated?</p> <p>*What is a subject accusative?</p> <p>*How are infinitives translated in indirect statements?</p>	<p>* Explain the basic functions of an infinitive.</p> <p>*Explain, form and translate the six infinitives of a regular Latin verb.</p> <p>*Explain, recognize and translate the indirect statements.</p> <p>*Use indirect statements and translate complex sentences from Latin and from English.</p> <p>* Apply vocabulary and English derivatives</p>	<p>*Full synopses.</p> <p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, flyswatter</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Exercises from workbook.</p> <p>*Translations.</p> <p>*Review.</p> <p>*Presentations of previously learned material</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>

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<p>October</p>	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*What are positive, comparative, and superlative adjectives? *How are comparatives and superlatives declined? *What is the ablative of comparison and how is it formed and recognized? *How is quam used with comparatives and superlatives?</p>	<p>*Explain what is meant by comparison of adj. *Explain, form, decline and translate regular adj. in the comparative and superlative degrees. *Explain and translate the uses of quam with comparatives and superlatives. *Explain, recognize and translate the ablative of comparison. *Explain the degrees of adjectives and translate these adjective in various ways. *Interpret complex sentences from Latin and from English.</p>	<p>*Declension exercises. *Translations of stories and practice sentences. *Vocabulary games – bingo, derivative game, flyswatter adj. relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th World map Teachers created online activities: www.Quizlet.com http://www.bolchazy.com/prod.php?cat=latin&id=23675 Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV</p>	<p>*Exercises from the workbook. *Translations Vocab and grammar quizzes. *Test</p>
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			*Apply vocabulary and English derivatives			
November	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*Which adjectives are irregular and/or special?</p> <p>*What are the tricks to remembering the irregular adjectives?</p>	<p>*Explain form and translate adjectives with irregular superlatives and other adjectives with irregular comparisons.</p> <p>*Explain form and translate the irregular adjective/noun <i>plus</i>.</p> <p>*Use vocabulary and English derivatives</p>	<p>*Declension exercises.</p> <p>*Translations of stories and practice sentences.</p> <p>*Student skits</p> <p>Vocabulary games – bingo, derivative game, flyswatter</p> <p>Adj. relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Exercises from the workbook.</p> <p>*Translations Vocabulary and grammar quizzes.</p> <p>*Test</p>
December	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 	<p>*What is a mood?</p> <p>*What are the three</p>	<p>*Explain the subjunctive mood.</p>	<p>*Declension exercises.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p>	<p>*Exercises in workbook.</p>

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	<ul style="list-style-type: none"> ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>moods in Latin?</p> <p>*What is the subjunctive?</p> <p>*How is the present subjunctive, active and passive, formed for each of the conjugations?</p> <p>*What is the Jussive Subjunctive?</p> <p>*What is a purpose clause and how is it formed?</p> <p>*How are Jussive Subj. and Purpose Clauses translated?</p>	<p>*Compare the subjunctive mood from the indicative and imperative moods.</p> <p>*Explain form and translate the present subjunctive, active and passive, for all conj. verbs</p> <p>*Explain, recognize and translate the jussive clause.</p> <p>*Explain recognize and translate the purpose clause.</p> <p>*Use vocabulary and English derivatives</p>	<p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p>	<p>World map</p> <p>Teachers created online activities: www.Quizlet.com http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<p>*Translations.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>
January	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*How is the imperfect subjunctive, active and passive, formed?</p> <p>*What are the subj. forms of <i>sum</i> and <i>possum</i>?</p>	<p>*Explain form and translate the imperfect subjunctive, active and passive, for verbs of all conj.</p> <p>*Identify and</p>	<p>*Declension exercises.</p> <p>*Translations of stories and practice sentences.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Vocabulary and grammar quizzes</p>

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		<p>*What is a result clause?</p> <p>*How is a result clause formed and translated?</p>	<p>translate the present and imperfect subj. of sum and possum</p> <p>*Explain, recognize and translate the result clause</p> <p>* Apply vocabulary and English derivatives</p>	<p>*Vocabulary games – bingo, derivative game, and flyswatter.</p> <p>*Verb relays</p>	<p>online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
February	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*How do we form the perfect and pluperfect subj. formed?</p> <p>*What is an indirect question?</p> <p>*How is an indirect question formed and translated?</p> <p>*What is the sequence of tenses? How is it used?</p>	<p>*Identify form and translate the perfect and pluperfect subj., active and passive, for all conj. Verbs.</p> <p>*Explain a complete synopsis of verbs in all three moods.</p> <p>*Identify and translate indirect questions.</p>	<p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p> <p>*Verb relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>

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		<p>*What is the future active periphrastic?</p>	<p>*Identify and translate the active periphrastic.</p> <p>*Explain the sequence of tenses in sentences containing subj. clauses.</p> <p>*Interpret sentences using sequence of tenses correctly.</p> <p>* Apply vocabulary and English derivatives</p>		<p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
March	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*What are cum clauses?</p> <p>*How are cum clauses translated?</p> <p>*How do we distinguish among the four cum clauses?</p> <p>*What are the forms of the irregular verb <i>ferō</i>?</p>	<p>*Identify distinguish among, and translate the four types of cum clauses</p> <p>*Identify form and translate the verb <i>ferō</i>.</p> <p>* Apply vocabulary and English derivatives</p>	<p>*Declension exercises.</p> <p>*Oral Presentations.</p> <p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo,</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com http://www.bolchazy.com/prod.php?cat=lat</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>

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				<p>derivative game, and flyswatter.</p> <p>*Sentence relays</p>	<p>in&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
<p>April</p>	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*How do we form the positive, comparative and superlative degrees of adverbs from adjectives?</p> <p>*How do we translate these adverbs?</p> <p>*What are the forms of <i>nolō</i>, <i>volō</i>, and <i>malō</i>?</p> <p>*What are proviso clauses?</p> <p>*How are they formed and translated?</p>	<p>*Identify form, compare and translate regular adverbs.</p> <p>*Identify form and translate adverbs with irregular superlatives and other adverbs with irregular comparisons.</p> <p>*Use “quam” with comparative and superlative adverbs.</p> <p>*identify form and translate <i>volō</i>, <i>nolō</i>,</p>	<p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p>

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			<p>and malō.</p> <p>*Identify and translate the uses of nolō in negative commands.</p> <p>*Identify and translate the proviso clause.</p> <p>*Apply vocabulary and English derivatives</p>		<p>worksheets</p> <p>See below – Section IV</p>	
May	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*What are conditions?</p> <p>*How are they formed in Latin?</p> <p>*How are they translated?</p> <p>*How are the six conditions distinguished?</p> <p>*What is a mixed condition?</p>	<p>*Use conditional sentences.</p> <p>*Interpret the six basic types of conditionals.</p> <p>*Identify and translate mixed conditions.</p> <p>*Apply vocabulary and English derivatives.</p>	<p>*Compose conditionals</p> <p>Student skits.</p> <p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com http://www.bolchazy.com/prod.php?cat=latin&id=23675</p>	<p>*Exercises from the workbook.</p> <p>*Translations</p> <p>Vocabulary and grammar quizzes</p> <p>*Test</p>

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					Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV	
June	<ul style="list-style-type: none"> ● 7.1.NM.A.1 ● 7.1.NM.A.2 ● 7.1.NM.A.3 ● 7.1.NM.B.1 ● 7.1.NM.C.1 	<p>*What is a deponent verb?</p> <p>*How are they formed and translated?</p> <p>*Which deponent verbs have ablative objects?</p> <p>*What is a semi-deponent?</p> <p>*How is it formed and translated?</p>	<p>*Identify form and translate deponent verbs.</p> <p>*Identify form and translate deponent imperatives.</p> <p>*Identify form and translate semi-deponents</p> <p>*Identify and translate ablatives with special deponents.</p> <p>* Apply vocabulary and English derivatives</p>	<p>*Translations of stories and practice sentences.</p> <p>*Vocabulary games – bingo, derivative game, and flyswatter.</p> <p>*Sentence and deponent relays</p>	<p>Wheelock F. M. - Wheelock's Latin Grammar. 4th</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.bolchazy.com/prod.php?cat=latin&id=23675</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Exercises from the workbook.</p> <p>*Translations.</p> <p>*Review presentations of previously learned material.</p> <p>*Vocabulary and grammar quizzes.</p> <p>*Test</p> <p>Final Exams</p>

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					See below – Section IV	
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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PRESENTATIONAL RUBRIC

as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage	Generally uses non-verbal communication (eye contact, body language) to address and engage	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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	audience.	audience.	
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INTERPERSONAL RUBRIC

as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language

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	during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

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Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some

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	unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some

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	unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary material

Textbook

Wheelock F. M. - Wheelock's Latin Grammar. 4th ed., revised. New York : Harper Collins, 1992. XXVI & 418 p.

Wheelock Study Aids

Dale Grote's Comprehensive Study Guide to Wheelock's Latin (4th ed.)

<http://humanum.arts.cuhk.edu.hk/Lexis/Wheelock-Latin/>

Dr J's Grammar Review and Drill for Wheelock (6th ed.)

http://people.hsc.edu/drjclassics/Latin/explanations/Latin_chapter_by_chapter.shtm

Electronic Resources for Wheelock's Latin

<http://ablemedia.com/ctcweb/showcase/barrettelatin.html>

Latin Praxis: Practice Exercises for Wheelock (6th ed.)

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/wh-prax.html>

More Exercises for Wheelock (6th ed.)

<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

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Pronunciation

The OFFICIAL WHEELOCKS AUDIO page (at this site); produced by R.A.LaFleur, readings by Mark Miner (a 4-CD audio package by Mark Miner of "Readings from Wheelock's Latin" is also available from Bolchazy-Carducci Publishers, Inc.)

The Pronunciation and Reading of Classical Latin A Practical Guide by Stephen G. Daitz
<http://www.bolchazy.com/prod.php?cat=latin&id=23675>

Games and Reviews

QUIA: Wheelock's Latin Vocabulary Games
<http://www.quia.com/pages/wh2001gold.html>

MORE QUIA: Wheelock's Latin Vocabulary Games
<http://www.quia.com/pages/wheelock.html>

Crossword Puzzles for Wheelock (6th ed.)
<http://web.uvic.ca/hrd/latin/wheelock/index.htm>

Conjuguemus
<http://conjuguemos.com/>

Wheelock Study Groups

Atrium Latin: A Latinstudy Group
<http://www.atrimum-media.com/latin/atrilumlatin.htm>

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Schola Classical Tutorials:

Latin-Greek-Great Books-Rhetoric Over the Internet

<http://www.scholatutorials.org/>

Online Wheelock Study Group at LatinStudy

<http://www.ravendays.org/latin/lists/listindex.html>

Latin & Greek Study Groups

<http://www.quasillum.com/study/index.php>

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